



**Measure G1
Charter Pilot Grant
Application 2017-18
SUMMER REVISE
Draft Due August 4, 2017**

School:	Lodestar: Lighthouse Community Charter Public School	Principal	Yanira Canizales
School Address	2433 Coolidge Ave. Oakland, CA 94601	Principal Email:	yanira.canizales@lighthousecharter.org
School Phone	510-775-0255	Principal Phone:	510-209-2166
2017-18 Enrollment (6-8)	144	Anticipated Grant Amount*	50% Allocation: \$10,947 100% Allocation: \$21,893 *Note: based on projected growth, our 50% Allocation may reasonably increase to 23,794. We present both scenarios.

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 actual enrollment in fall (exact date TBD).*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
47%	53%	79.66%	8.47%	8.47%	23.73%	92.19%

Student Body Ethnic Composition

African-American	American Indian / Alaskan Native	Asian	Hispanic / Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
14%	0%	1%	61%	0%	0%	5%	19%

Measure G1 Lead Team (can be a pre-existing team such as Instructional Leadership Team)

Name	Role
Yanira Canizales	Founding Principal
Lia Shepherd	Middle School Dean of Students/ Family Liaison
Bri Zika	Middle School Reading Specialist/ Teacher Leader
Laura Einhorn	Middle School Expedition Teacher/ Teacher Leader
Brandon Paige	Director of Finance and Operations

School Vision:

Lodestar, a Lighthouse Community Public School, opened its doors in the fall of 2016 to 240 students in grades K, 1, 2, and 6. Built from the design principles of “agency and belonging,” Lodestar strives to create the conditions necessary for students to truly be leaders of their own learning, within the context of a community that loves them and knows them well. As the sister school to Lighthouse Community Charter School, Lodestar has learned from the great successes of the Lighthouse model, which has served East Oakland families for 15 years, far surpassing graduation and college completion rates of schools in the District and across the country serving similar populations. Lodestar pulls best practices and learns from its Lighthouse colleagues while simultaneously continuously iterating, redesigning, and innovating, in an effort to rethink how to “do school” to best prepare our students for the futures of their dreams.

Lodestar is unique in four important ways:

Project-Based Learning Expeditions

Lodestar students engage in daily project based learning blocks in which they have extended opportunities to collaborate with their age-group peers to solve problems facing their communities. These semester-long inquiries are grounded in complex text, integrated with social studies and science content, designed to help students answer essential questions about their world, and built backwards from high-quality authentic products in which students need to design a solution for a complex problem. Expeditions are cohort-based to give students developmentally appropriate opportunities to create healthy relationships with their peers, and co-taught by a content specialist (social studies or science) and an arts or making teacher to give students a deeply integrated experience. Expeditions take students into the community to research and develop sensitivity around complex problems and lead students through the design thinking process so that they can empathize, prototype, revise, and present a high-quality product that meets a community need.

Personalized Learning Lab

We believe that students need to have agency in order to shape their worlds, and in order to have agency, students must have mastery of key skills. In traditional classrooms, students are often faced with a “one size fits all” approach, but at Lodestar, we believe students learn best when given opportunities to learn at their own pace. Therefore, each Lodestar student has a Personalized Learning Plan which clearly tracks student progress toward mastering character and academic targets, completing high quality work benchmarks, and completing college and career readiness tasks -- at their own pace. Students are intimately engaged and familiar with their plans; they are aware of long-term goals, know what progress they have made toward meeting goals, and often have choice in deciding what path to take to work towards meeting goals.

To meet student needs, Lodestar staff flexible implements a daily block of self-paced, personalized, mixed-age instruction. During this Lab time, students work independently on Personalized Learning Plan goals on computers and in centers until invited to join a teacher for small group “just right” instruction in math, ELD, and reading. When students feel they are ready, they opt-in to formative assessments to track their progress against a competency-based map of skills. Rather than being held back or left behind by an age-based cohort, students receive just-right instruction in small groups that enables them to accelerate at their optimal pace.

Social Emotional Learning.

Students begin and end their day in Crew, a small family-like community that get to know each other well and advocate for one another. During morning Crew time, students transition into school, participate in team-building initiatives, and set individual character and skill-based goals for their day. Students are supported in individualized goal-setting (morning) and reflecting on progress (afternoon), as well as portfolio development. Crew is supported by a K-12 social-emotional and college-preparedness curriculum that intentionally teaches character and mindsets, and fosters healthy relationships.

Finally, Lodestar is a proud member of the EL Education network, a national group of schools that strives to support students in achieving more than they think possible and redefines what schools define as important. Rather than a simple focus on test scores, EL Education schools redefine student achievement as equal parts mastery of knowledge and skills, character, and the completion of high quality work. Through our partnerships with EL Education, our membership in the Lighthouse Family of Schools, our deep connections with Lodestar families, and with support from organizations such as NGLC, we have successfully launched our new school with exciting results, and eagerly look forward to welcoming a new class of 6th graders and kindergarteners into our family every year until we are fully built-out as a K-12 school in the year 2023.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. School Governance Body, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	Entry	Access and Equitable Opportunity	Quality
Instructional Program	Entry	Instructional Program	Entry
Staffing	Entry	Staffing	Entry
Facilities	Entry	Facilities	Basic (*moving to a new site in 2017-2018 so rating is for current facility 2016-2017)
Equipment and Materials	Entry	Equipment and Materials	Basic
Teacher Professional Learning	Entry	Teacher Professional Learning	Quality
World Language (Rubric)			
Content and Course Offerings	Emerging		
Communication and Recognition	Emerging		
Real world learning and Global competence	Emerging		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment)		Safe and Positive School Culture	
2016-17 Enrollment Data (projection vs. actual)	100% of projected enrollment was filled	Culture data - Suspension	13% (~8 students) of 6th grade students have had a suspension between the start of the year and 3/28/17.
Elementary School(ES) Outreach Strategy Actions	In our Design Year (2015-2016), Lodestar Design Team staff attended Oakland-based events and middle school fairs at local elementary schools. Staff reached out to the Lighthouse waiting list, as well as our family networks, who shared the opportunity with their communities, neighborhoods, religious organizations, etc. Further, staff sent out targeted mailers to families in the Lodestar neighborhood with children of elementary and middle school age. Finally, staff canvassed local neighborhoods on foot, talking to neighbors and sharing flyers.	Culture data - Chronic Absence	5% of 6th graders (only grade served this year)
Programs to support ES students transition to MS	<p>First, each 6th grader and his or her family participate in an individualized, hour-long “pre-conference” with their Crew Leader before the school year starts to build relationships and share hopes and dreams for the year. These conferences are repeated 4 times throughout the year to strengthen the family-school connection in support of the 6th grader.</p> <p>Second, the Lodestar team partners with Outward Bound to implement a retreat for all incoming 6th graders. In collaboration with 6th grade teachers, Outward Bound staff lead 6th graders through activities to support behaviors that build trust, relationships, and community.</p> <p>Third, 6th graders meet in their Crews twice a day to build relationships with their new community, to track their academic progress, and to share information about their goals.</p> <p>Finally, our staff implements a Restorative Justice model to support students in building community, creating healthy relationships, and learning from their mistakes to repair harm.</p>	Survey data - families, students, teachers	No student survey data available until 5/2017.

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	Date
Family & Staff Planning Meeting	Friday, June 23. 9:30-11:30 am.
Summer Planning Meeting: Lifting our Core Values	Tuesday, July 11. 6:00-8:30 pm.

Staff Engagement Meeting(s)	
Staff Group	Date
Full Team: Yanira Canizales, Lia Shepherd, Laura Einhorn, Bri Zika, Brandon Paige	Thursday, March 23. 7:30-8:30 am.
Instructional Team: Yanira Canizales, Lia Shepherd, Laura Einhorn	Monday, March 27. 7:30-8:30 am.
Application Review: Yanira Canizales, Brandon Paige	Thursday, March 30. 2:30-3:30 pm.

Budget Justification and Narrative

In the following sections, please review the self-assessment and reflect on your team's plan to:

1. Identify the team (i.e. ILT function, community; school governance body, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
 - Improve student retention during the transition from elementary to middle school
 - Create a more positive and safe middle school learning environment
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.
 3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
 4. Add additional lines if you would like to add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric

In design year, we anticipated our arts program being both visual arts, music, and dance/drama. Given our launch year and the staff who applied for our positions, we made a strategic decision to focus on arts integration in our model on visual arts in year 1. As we continue to build the school and hone the model, we anticipate expanding the arts program to include music, dance, and drama.

Budget	2017-18 Activities	Anticipated Outcome
	N/A; Lodestar may be able to supplement this program in future years based on budget priorities and available resources.	N/A

2. Art Program

Programmatic Narrative Based on Rubric

We assessed ourselves on access/equity at a basic level. While visual arts and making is highly prioritized within our model, we serve all of our special needs and ELD students in a general education environment without additional instructional aides.

Our instructional program is designed to provide standards-based, grade-level access to arts, making, and design in coordination with our grade-level learning expeditions. By design, we do not offer sequenced courses. Our teacher for making, art, and design (M.A.D.) is full-time, non-credentialed staff. In 2017-18, students are scheduled to receive three (3) 40 minute sessions of M.A.D. instruction per week.

We ranked our facilities in our current site (2016-2017) as basic in that we provide ample space within general ed classrooms for arts instruction consistently. We also provide all of our students with access to our shared creativity lab. However, given that we are moving to different sites in 2017-2018, we are not yet able to rank our future facilities. There is a plan for creating a breakout making, arts, and design space on our new campuses.

As a growing school, we dedicate ample resources to visual art, making, and design. As a new community, we are still beginning to develop our resources across the board.

In terms of professional development, we offer a robust program of professional training to our making, arts, and design teachers. Arts and design teachers attend all school-wide professional development including week-long professional development institutes at the end of each quarter. Making and design teachers also attended a full course in Strategies and Resources for Art Integration (ILSP), trainings by Agency by Design, the Tinkering Studio, and EL Education multi-day trainings.

Budget	2017-18 Activities	Anticipated Outcome
50% Amount: \$2,000	<p>Professional Development for Making, Arts & Design (M.A.D.) Teacher. This will be provided through a partnership with EL Education.</p> <p>The 50% allocation budget includes: Fees for PD, Travel Costs, and associated expenses (\$2,000 per experience for 1 middle school teacher)</p>	<p>Teachers will learn the practices associated with developing high-quality arts-integrated curriculum, demonstrating this via curriculum documentation.</p> <p>Students will create high-quality art and making products that meet the California Visual and Performing Arts Standards and serve an impact in their communities</p> <p>* One Making, Arts & Design (M.A.D.) Teacher would attend Professional Development based on this allocation.</p>
50% Amount: \$3,000	<p>Resources for Making, Arts & Design course. This includes building up inventory for those classes to be sufficiently implemented. Scheduled units for 2017-18 include a.) Electronics & Programming, b.) Sewing, Painting & Drawing, and c.) 2-D & 3-D Design, including Sculpture and Woodworking. G1 Funds would specifically target the final components, supporting acquisition of safety equipment, saws, clamps, etc.</p> <p>The 50% allocation budget includes: Materials and Supplies (\$1,500 per quarter = \$6,000)</p>	<p>Student demonstration of project-based learning through integrated products that include elements of craftsmanship, complexity and authentic impact.</p> <p>* This would supply the resources used by 1 Making, Arts & Design (M.A.D.) Teacher, who would be teaching 102 students in 2017-18.</p>

<p>50% Amount: \$1,544</p>	<p>Storage associated with materials-heavy activities run by Making, Arts & Design Teacher. This includes both shelving and storage for those materials.</p> <p>The 50% allocation budget includes: Shelving and Storage (\$2,000 per grade level)</p>	<p>Fixed resources will remain intact for ongoing use, and student safety will be maintained by careful storage of all materials.</p> <p>* This would equip the classroom for 1 Making, Arts & Design (M.A.D.) Teacher.</p>
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3. *World Language Program*

Programmatic Narrative Based on Rubric

In year 1 as a launch school, we decided to not yet include world language. We took some baseline steps to recognize and celebrate students' and families' home languages by ensuring all of our family outreach is bilingual and translators are provided for all meetings. We have systems to support communication with all Spanish-speaking families. Another minimal step we took in year 1 is that we ensured that our blended programs like Dreambox and RazKids were accessible in both languages. We also provided individualized programs for newcomer students. There is also a Spanish-language class offered as part of our extended day program.

For 2017-2018, there is a family committee that is meeting on a regular basis with the principal and our director of language programs that will bring a proposal to our instructional leadership team about how to enhance access to Spanish language programs. When at full growth, Lodestar envisions hiring a full-time Spanish teacher who would provide instruction to both Spanish-speaking and non-Spanish speaking students in targeted groups during our self-directed learning blocks. However, given that Lodestar is still growing and has not yet reached full scale, we would like to provide other ways that we can enhance students' access to language programs through blended learning opportunities and other pathways. The first strategy we'd like to pursue is the introduction of spanish-language access for all students during our Self-Directed Learning time. This includes: use of software during students' flexible, self-directed time and the build-up of our library catalog that will include bilingual materials that are connected to our project-based learning topics. If supported with G1 funds, students would access Spanish-language materials / software for a minimum of 20 minutes per day during their self-directed learning block, and average 40-80 minutes per day.

Budget	2017-18 Activities	Anticipated Outcome
<p>50% Amount: \$6,000</p>	<p>Build out of Spanish-language library. Based on 50% implementation of G1 funds, our instructional team prioritized access to library materials over software to be piloted. The build-out of this library would be utilized by all middle school students during self-directed time.</p> <p>The 50% allocation budget includes: library materials in Spanish language (average of \$20 for 300 items)</p>	<p>Students will report a feeling of inclusion in our school community. This will also be exhibited through positive identity development for our students and families, agency to engage with different worldviews/cultures, and conditions for belonging in community.</p> <p>* This library would establish materials for 102 students in the middle school program.</p>

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

This is not applicable during our launch years given that we started our school with K, 1, 2, and 6. We are also switching facilities so we anticipate an effect on our baseline retention.

Budget	2017-18 Activities	Anticipated Outcome
	N/A; Lodestar opened in 2017-18	N/A

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

In year 1, we launched our school with pre-crew conferences to meet our students and families before the 1st day of school. Our crew structure, a time where students eat breakfast, greet peers, set goals and restore/repair any harm is designed to make sure all students have at least 1 adult that they feel connected to and a group of peers that they feel connected to. Four times a year, we host student-led conferences which allow students to reflect and celebrate on their growth with their crew leader and families.

Our work has been grounding in our school wide core values throughout the year: Community, Love, Agency, Social Justice & Integrity. These values keep us aligned as a school which encourages a positive school culture.

As we launched our 6th grade class, we welcomed 6th graders during our first week of school by providing a safe and community building experience in crew. Every 6th grade Lodestar student began their day in crew for 3.5 hours. This time was designed to support students in building connection through community building activities while also sharing who themselves with their peers. In a culmination of that week, 6th grade students and 6th grade teachers/6th grade Dean of Students embarked on our first Lodestar Fieldwork through Outward Bound. We spent an entire day playing uplifting community engaging games and getting to know one another better.

This unified work has allowed us to continue to build a strong community that supports students in leading their own learning and learning from their mistakes/repair any harm. Student in our 13% suspension rate have participated in a healthy re-entry model along with their families, crew leaders, DOS and other Lodestar community members. These reentry circles have allowed students to truly learn from their mistakes and repair any harm as peers/community members. These meetings have also allowed for families to repair any harm and engage with one another as community members.

Our school belief in community has allowed for a positive middle school culture to exist due to our restorative practices, crew model, and our intentionality to hire our Middle School Dean before we are fully at enrollment capacity within our Middle School.

Budget	2017-18 Activities	Anticipated Outcome
50% Amount: \$11,250	Professional Development for staff regarding: a.) Restorative Justice (RJ) practices, and b.) culturally-responsive teaching practices, via the National Equity Project (NEP). The 50% allocation budget includes: one RJ experience budgeted at \$1,250 per PD and a year-long scope of training via NEP.	Students and Parents report a greater sense of inclusion in the school community. We anticipate that this will result in a decrease of school suspensions, and the development of reflective and problem-solving skills. * This Professional Development would 6

		staff members in our middle school. This would be impacting the learning experiences for 102 students.
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Budget Priorities

Per the request of the Measure G1 Commission, the following summarizes & priorities Lodestar’s G1 budget items. These are ranked in order so that we can be explicit about which resources will be implemented, depending on the final allocation of G1 funding.

Ranked Priority	Priority Area	Budget (50% allocation)	Budget (Cumulative)	2017-18 Activities
1	World Language Program	\$6,000	6,000	World Language Library.
2	Safe and Positive School Culture	\$11,250	17,250	Professional Development for staff regarding: a.) Restorative Justice, and b.) culturally responsive teaching. <i>*Note: if Lodestar’s 50% allocation remains at the total of \$10,496, we would reduce the amount of Professional Development provided through G1 funds, and contract for \$4,496.</i>
3	Arts Program	\$3,000	20,250	Resources for Making, Arts & Design units.
4	Arts Program	\$2,000	22,250	Professional Development for Making, Arts & Design Teachers, via EL Education.
5	Arts Program	\$1,544	23,794	Storage associated with materials-heavy activities run by Making, Arts & Design Teachers.
	TOTAL	\$23,794	-	

Meeting Date and Time: March 23, 2017, 7:30 - 8:30 am

Participants: Yanira Canizales (Principal), Lia Shepherd (Middle School Dean of Students), Bri Zika (Middle School Teacher and Design Fellow), Laura Einhorn (Middle School Teacher and Design Fellow), Brandon Paige (LCPS Director of Finance and Operations)

Agenda:

- 1) Overview of [Measure G1 grant process](#) (Brandon)
- 2) Questions about process
- 3) G1 Self-Assessment:
 - a) [Art](#)
 - b) [World Language](#)
 - c) [Music](#)

Notes:

G1 Self-Assessment

- Team made a decision to begin self-assessment with art since our Inquiry Arc program focused on art integration in year 1.
- Using rubric, team self-assessed on each rubric row and provided rationale in programmatic narrative.
- Similar process used for self-assessment on world language and music rubrics

Preference Gathering on Lodestar Budget Priorities:

- If we did have some additional dollars become available, what would be on the priority list:
 - o LS: 1) Music, or 2) increased community building (i.e., retreat)
 - o YC: PE based on suspension data
 - o LE: PE or IA (given the 3/6 straddling question for Reading/Math support)
 - o BZ: 1) Music, or 2) increased community building (i.e., retreat)

Next Steps:

- Arlene (Operations Manager) to insert demographic and ethnic composition data
- Jeannie (Data Manager) to insert G1 data analysis
- Yanira to complete 5-6th retention data
- Smaller team (Yanira, Lia, Laura) to complete program narratives based on self-assessment on rubrics

Meeting Date and Time: March 27, 2017, 7:30 - 8:30 am

Participants: Yanira Canizales (Principal), Lia Shepherd (Middle School Dean of Students),
Laura Einhorn (Middle School Teacher and Design Fellow)

Agenda:

- 1) Continued work on narrative sections of G1 application

Notes:

-Continued to write programmatic narratives collectively based on rubric scores.

-Notes for overall programmatic narrative:

- Clarity about year 1 launch
- Explanation of Self-directed learning time
- Explanation of Crew
- Explanation of EL

Next Steps:

-Yanira to insert school vision from Theory of Change/Mission

-Lia to draft programmatic narrative for Safe and Positive School Culture

-Yanira and Brandon to meet to review application and generate final edits

Family/Staff Planning Meeting Participant Agenda ** 6/23 from 9:30-11:30

Objectives

- Feel connected with each other as a foundation for doing further complex work together
- Brainstorm the design for a dialogue and action meeting with the broader community

Reference Docs

- [Constructivist Listening](#)
- [Community Norms](#)
- [DECID Framework \(For Contributors\)](#)

Time?	What?	Who?
9:30-9:45 (15 min)	Opening <ul style="list-style-type: none"> ● Framing ● Norms and Intention Setting 	YC to facilitate
9:45-10:15 (30 min)	Community Building Activity <ul style="list-style-type: none"> ● Diversity Rounds 	LS to facilitate
10:15-10:30 (15 min)	Dyad (Staff/Family) <ul style="list-style-type: none"> ● Questions: What's at the top of your heart/mind about the recent issues? How can these thoughts/feelings help shape an initial conversation on July 11th? 	YC to facilitate
10:30-10:40 (10 min)	Brainstorming Framing <ul style="list-style-type: none"> ● Adults can choose their group and balance for: <ul style="list-style-type: none"> ○ Family and staff lens ○ Grade representation ○ Racial configuration 	LS to facilitate
10:40-11:10 (30 Min)	Small group brainstorming <ul style="list-style-type: none"> ● Independent brainstorm (Thought Catcher) ● Small Group Sharing and Categorizing ● Synthesize Ideas 	YC, LS and AD as facilitators
11:10-11:20 (10 min)	Whole group share out from brainstorming <ul style="list-style-type: none"> ● Each group shares (2 min) ● Discuss ● Prioritization of ideas (select top 2 ideas) 	AD to facilitate
11:20-11:30 (10 min)	Closing Reflection <ul style="list-style-type: none"> ● Logistics/Revisit Intention/Appreciations 	YC- Logistics/Revisit Intentions LS- Appreciations

Families M embers Attending	Staff M embers Attending
<ul style="list-style-type: none"> ● Vanina ● Aya ● Claudia ● Kyle ● Em ily ● Dana ● Cecilia ● Kim Davis ● Kim W oods ● Keith ● Elvia ● Shiyon ● Robyn ● Charm in (virtual feedback to agenda) ● Marquel (virtual feedback to agenda) 	<ul style="list-style-type: none"> ● Yanira ● Lia ● Oscar ● Bri ● Robbie ● Jenna ● Am al ● Tom ika ● Hannah ● Dave

Lifting our Core Values:
Dialogue & Action Meeting
July 11th, 2017



Welcome (Yanira)

- **Framing**
- **Objectives**
 - Feel connected with each other as a foundation for doing complex work together
 - Elevate community voices as a first step to lifting our shared Lodestar core values
- **Agenda**
 - Introductions
 - Language Affinity Connection
 - Dyad/Quad Discussion
 - Whole Group Community Discussion
 - Next Steps
 - Appreciations
- **Intention Setting**



Lodestar Core Values (Yanira)



LIGHTHOUSE
COMMUNITY
CHARTER
PUBLIC
SCHOOLS

CORE
VALUES



COMMUNITY

We are best when we respect, value and celebrate our diversity and strengthen our connections.



LIGHTHOUSE
COMMUNITY
CHARTER
PUBLIC
SCHOOLS
VALORES
FUNDAMENTALES



COMUNIDAD

Nosotros somos mejores cuando respetamos, valoramos, celebramos nuestra diversidad, y fortalecemos nuestras relaciones.



INTEGRITY

We act on our shared and personal values, especially in the face of adversity.



LOVE

We extend ourselves so that all feel a sense of belonging and acceptance.



INTEGRIDAD

Nosotros actuamos dentro de nuestros valores comunes y personales, especialmente frente a la adversidad.



AMOR

Nosotros nos extendemos para que todos sientan aceptación y un sentido de pertenencia.



SOCIAL JUSTICE

We act with courage and commitment to move toward a just and equitable world.



AGENCY

We are empowered to pursue purposeful action as life-long changemakers.



JUSTICIA SOCIAL

Nosotros actuamos con coraje y compromiso para movernos hacia un mundo justo y equitativo.



PODER

Nosotros tenemos la capacidad para emprender acciones con propósito siendo agentes de cambio durante toda la vida.



Introductions (Aya)

- Name
- 1 word of how you are feeling today
- No-no's: good, great, cool, fine, ok, alright



Language Affinity Discussion (Lia)

- **Framing**

- Why affinity groupings?

- **Configuration**

- up to 4 in a group
- dots on name tags will show language preferences
 - Blue=Bilingual, Yellow=Spanish, Green=English

- **Discussion**

- Introduce children and something special about them
- Where did you go to school and what were your experiences as a student in your context?



What brought us here today? (Yanira & Cecilia)

- School Sharing
- Family Context Sharing



Dyad/Quad Discussion (Lia)

- **Dyad (5 min)**

- What's at the top of your mind and and heart about this issue?
 - Share with someone in your affinity group

- **Dyad to form Quad (10 min)**

- Choose someone who will report out synthesis to larger group
- Share responses to question
- Synthesize: What came up that was the same or different in your dyad?



Whole Group Discussions (Lia)

- **Whole Group Share (20 min)**
 - What theme came up if any? If none, were there any differences?
 - Capture notes on projector on screen (OB)
- **Whole Group Open Sharing (10 min)**
 - What else needs to be shared that has not yet been addressed?
The burning desire.



Whole Group Share

- Recognition of privilege, work as ally, shock from a founding parent, learning from within with students & staff, need for POC to come together since the current administration is not sharing the pie, POC fighting for crumbs, kids making mistakes/post-election anxiety, imagined e.g. Arab-Americans pushing away African-Americans to make space for themselves
- Layers in our group (admin, parents, teacher), initial conversation of expectations, parent having the sense of “being the only one”, reaction to letter, “What didn’t I do enough of?”, “What can I do to help?”, optimistic about community’s ability to come together
- Theme around the loss of innocence regarding the kids, filling in the gaps for the families who are not here, whole community is affected, older children affected from other school settings, recognition this is an Oakland issue (black/brown tensions), conversations at home about diversity within family, sharing our stories with everyone in the community



Whole Group Share

- Different ideas, news was shocking, hearing about the black/brown experience was hard, more people should be involved, strive to add more people, sharing more history of black/brown struggle, celebrating differences
- Child affected by the conversation, first time hearing about conversations with parents/admin, difficult to hear that these conversations have already gone on, sense of exclusion, emerging multi-ethnic conversations at home, positive about the black/brown conversation but also thinking about the other ethnic tensions (Asian Am, etc.), Asian-Am exclusion comments have also been heard by students, the difficulty of having these conversations, conversation should begin at home, Could students be assigned to study about a culture different than their own?, Can we address the fear/ignorance of different cultures?



Whole Group Share

- Importance of keeping families informed, recognizing gender is also a component, these divisions do not start and end with race, racial mislabeling, lack of knowledge of different family's internal history, this is a larger issue centered around the African-American community but other groups may be feeling it but students may have not verbalized, plans for 4 week investigation about allies that will begin at the start of the year so that students are more informed of their own and other histories,
- How are we going to inform other families? families have verbalized fear around these conversations, newsletter?, What if this language continues with families who are not participating in these conversations? more community based events at Lodestar (e.g. Talent Show) so families can see each other in different light,



Burning Desires

- Training for students and staff about micro and macro racial aggressions
- Giving students language to process the news/media they are exposed to and the “baggage” every POC child/family has
- Addressing student anxiety about the current divisive political climate
- Educating students so that they can challenge stereotypes they see in the outside community and in their own homes
- Focus on current news items that affect POC (police brutality, etc.)
- Recognition that there is a black/brown division as well as a black-brown unity. African and Latinx diaspora awareness.



What we've heard (Yanira)

- We have been deeply wounded/ affected by racism in our own lives, both in our schools and outside of them & regardless of our background, all of us breathe the toxic air of systemic racism.
- We need a stronger stance, as a Family of Schools, on inclusion.
- We must do better given the experiences of our families/students over the years.
- We have families who have faith in our team & want to partner to do this work.
- We must get to know one another better across differences, & give our community the language for how to talk to each other about race & cultural differences.
- We, the school - the second family - must develop cultural competence in our staff so that children's identities are nurtured and racist acts and language are prevented.
- We must be proactive, rather than only reactive, in fostering an antiracist culture.
- We need to be transparent with issues that are happening in our school- if one student is impacted, our community is impacted.



Next Steps (Yanira)

- **Theory of Change: Our Aspiration**
- **Family Engagement Next Steps Preview**
 - Family Liaison Role
 - Contributors: 3 family members
 - Commitment of 12 hours
 - Let Yanira know by July 19th
 - Crew Families Re-Launch
- **Other Next Steps**
 - Crew and Expedition Curriculum Revisit
 - External Partnership: National Equity Project
 - System supervision schedule revisit
- **Next Convening Save the Date: Wednesday, 8/23**



Appreciations (Lia)



LIGHTHOUSE
COMMUNITY
CHARTER
PUBLIC
SCHOOLS

CORE
VALUES



COMMUNITY

We are best when we respect, value and celebrate our diversity and strengthen our connections.



LIGHTHOUSE
COMMUNITY
CHARTER
PUBLIC
SCHOOLS
VALORES
FUNDAMENTALES



COMUNIDAD

Nosotros somos mejores cuando respetamos, valoramos, celebramos nuestra diversidad, y fortalecemos nuestras relaciones.



INTEGRITY

We act on our shared and personal values, especially in the face of adversity.



LOVE

We extend ourselves so that all feel a sense of belonging and acceptance.



INTEGRIDAD

Nosotros actuamos dentro de nuestros valores comunes y personales, especialmente frente a la adversidad.



AMOR

Nosotros nos extendemos para que todos sientan aceptación y un sentido de pertenencia.



SOCIAL JUSTICE

We act with courage and commitment to move toward a just and equitable world.



AGENCY

We are empowered to pursue purposeful action as life-long changemakers.



JUSTICIA SOCIAL

Nosotros actuamos con coraje y compromiso para movernos hacia un mundo justo y equitativo.



PODER

Nosotros tenemos la capacidad para emprender acciones con propósito siendo agentes de cambio durante toda la vida.

